

Analytical Techniques for Public Service (ATPS)
MPA 2nd year core, Fall 2015
Thursdays 6:00pm-10:00pm. *No Saturday class*
Location: TBA

Faculty	E-mail	Office
Larry Geri	geril@evergreen.edu	Lab I, 3002
Amy Gould	goulda@evergreen.edu	Sem 2 D2106
Amy Leneker	lenekera@evergreen.edu	
Doug Mah	mahd@evergreen.edu	

TESC MPA Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. *We think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. “Be the change.”

Year Long Curriculum at a Glance, 2015-2016 MPA 2nd year core

Quarter	Content Areas	Skill Development Objectives
Fall ATPS I	<ul style="list-style-type: none"> • Limitations of Research & Results • Philosophies of Social Science • Quantitative, Qualitative & Mixed Methodologies • Survey, Interview, & Focus Groups • Program Evaluation & Case Study • Ethics & Cultural Relevancy 	<ul style="list-style-type: none"> • Research Design • Secondary & Original Research • Literature Review • Data Collection instruments • Human Subjects Review
Winter ATPS II	<ul style="list-style-type: none"> • Analyzing & Interpreting Data • SPSS & Excel, etc. • Descriptive & Inferential Stats • Advanced Program Evaluation • GTM, Ethnography, Feminisms • Transforming Data to Information • Research Display 	<ul style="list-style-type: none"> • Critiquing & Reading Research Reports • Research Writing • Data Collection & Analysis • Research as Story
Spring Capstone	<ul style="list-style-type: none"> • MPA Reflection, Integration, & Demonstration 	<ul style="list-style-type: none"> • Applied learning • MPA mission & KSA centric product

Fall 2015 Course Description:

Analytical Techniques for Public Service is a two quarter core program for second year MPA students. Each quarter focuses on specific approaches and components for applied research in public administration, public policy, and non-profit environments. Via praxis (combination of theory and applied practice), our goal is to practice research design and analysis by gaining a better understanding of how to approach, critique, use, analyze, and communicate research in public service. The learning objectives include:

- Understanding research methodology and *why* we do research in public service.
- Becoming competent in quantitative and qualitative data collection and analysis.
- Understanding how research can maintain the status quo or impact social, economic, and political decisions.
- Understanding various critiques of analytical techniques.
- Becoming an ethical producer and consumer of research.

In the fall, we will respond to questions of research design:

- 1) What are the paradigms of social science and how are they used in PA?
- 2) What is involved in producing the inputs, outputs, and outcomes for data analysis?
- 3) How are surveys, interviews, and focus groups practiced in everyday public service?
- 4) What are legitimate data and where do these data come from?
- 5) How does research in the public sector differ from private or academic research?

Books (required):

- Babbie, E. (2015). *The Practice of Social Research*. 14th Edition. Cengage. ISBN: 978-1305104945 (used fall & winter)
- Fowler, F. (2013). *Survey Research Methods*. 5th Edition. Sage Publications. ISBN: 978-1452259000 (used fall & winter)
- Krueger, R. & Casey, M. (2014). *Focus Groups: A Practical Guide for Applied Research*. 5th Edition. Sage Publications. ISBN: 978-1483365244 (used fall & winter)
- Yanow (2002). *Constructing "Race" and "Ethnicity" in America: Category Making in Public Policy and Public Administration*. M.E. Sharpe. ISBN: 978-0765608017 (used fall only)
- Wheelan (2014). *Naked Statistics: Stripping the Dread from Data*. W.W. Norton & Co. ISBN: 978-0393347777 (used fall & winter)

Articles & Reports (required):

- Desouza, K. & Smith, K. (Summer 2014). Big Data for Social Innovation. *Stanford Social Innovation Review*.
- Evans, L. (Nov 2011). Expertise and Scale of Conflict: Governments as Advocates in American Indian Politics. *The American Political Science Review*, Vol. 105, No. 4, p. 663-682
- [FACT SHEET: Big Data and Privacy Working Group Review](#) (May 1, 2014). White House, Office of the Press Secretary.
- Frick, W. (Feb. 2015). What Research Tells Us About Making Accurate Predictions. *Harvard Business Review*.
- Fuller, S. (2004). [Kuhn vs. Popper: The Struggle for the Soul of Science](#). Columbia University Press. Book Review
- GAO (Jan. 2012). [Designing Evaluations](#). GAO-12-208G.
- GAO (April 2015). [Contingent Workforce: Size, Characteristics, Earnings & Benefits](#). GAO-15-168R
- GAO (April 2015). [Federal Agencies Differ in the Data They Collect on Grant Applicants](#). GAO-15-291R
- McAllister, C., Wilson, P., Green, B., & Baldwin, J. (April 2005). Come and Take a Walk': Listening to Early Head Start Parents on School Readiness as a Matter of Child, Family and Community Health. *American Journal of Public Health*, Vol 95 Iss 4, pgs. 617-625.
- McCawley, P. "Logic Model for Program Planning and Evaluation." University of Idaho.
- Nate Silver (pick any recent article) <http://fivethirtyeight.com/> and see his [TedTalk](#)
- Preskill, H., Parkhurst, M., Splansky Juster, J. (2014). [Guide to Evaluating Collective Impact](#). (read full report)
- Rakoff, J. (5-21-15). Mass Incarceration: The Silence of the Judges. *New York Review*.
- Roeder, O., Eisen, L., Bowling, J. (2015). "What Caused the Crime Decline?" Brennan Center for Justice at New York University School of Law. <https://www.brennancenter.org/what-caused-crime-decline>
- Saffo, P. (August 2007). Six Rules for Effective Forecasting. *Harvard Business Review*.
- Santiago-Rivera, et al. (1998). Building Community-Based Research Partnership: Lessons From the Mohawk Nation of Akwesasne. *Journal of Community Psychology*. V. 26 n. 2 p. 163-174.
- State of WA Joint Legislative Audit and Review (JLARC) Committee. (Dec. 2012). [Competency to Stand Trial, Phase I](#) Staff Productivity Standards, Data Reliability, and Other Parties' Actions May Impact DSHS's Ability to Meet Timelines
- Wilson, C. (Dec. 2001) [Book Review of Decolonizing Methodologies](#). *Social Policy Journal of New Zealand*. Iss. 17.

Fall 2015 Schedule (Faculty may alter schedule) Note: Seminars set after research project teams form.

DATE	TOPICS/ACTIVITIES	READINGS	DUE
Week 1 10/1	<i>Why?: Doing Research & PA, End Goal= Research Proposal</i> <ul style="list-style-type: none"> ▪ Lecture ▪ Reading Groups based on topics from assign #1 	<u>Readings:</u> 1) Yanow-ALL 2) Babbie ch. 17, & p. 28, 113-119 3) JLARC report p. 11-17	Assignment #1 Concept Paper due Monday 9/28
Week 2 10/8	<i>Why?: Paradigms & Methodologies</i> <ul style="list-style-type: none"> ▪ Lecture ▪ Reading Groups 	<u>Readings:</u> 1) Fuller 2) Wilson 3) McAllister 4) Babbie chs. 1, 2, 4	Assignment #2 Research Critique
Week 3 10/15	<i>How?: Case Studies & Triangulation with Annotated Bib & Lit Reviews</i> <ul style="list-style-type: none"> ▪ Lecture ▪ Library Resources ▪ Reading Groups 	<u>Readings:</u> 1) Evans 2) Babbie chs. 11 & p. 302-303 (review: ch. 17, p. 28, 113-119)	Assignment #3 Research Critique *Research Project Teams Finalized*
Week 4 10/22	<i>Who?: Ethics</i> <ul style="list-style-type: none"> • Lecture • Workshop in seminar: Research Proposal & HSR application 	<u>Readings:</u> 1) TESC HSR application 2) Babbie, ch. 3, 291-296 3) Roeder 4) Rakoff	Assignment #4 Draft 1- Research Proposal
Week 5 10/29	<i>What?: Instrument Design with the End in Mind= Surveys, sampling, data dictionary, Levels of Measure, Output</i> <ul style="list-style-type: none"> ▪ Lecture ▪ Workshop in seminar: survey w/data dictionary 	<u>Readings:</u> 1) Fowler, chs. 6, 7, 9 2) Babbie, p. 139-143, 412-415 & chs. 7, 9 3) GAO Contingent Workforce	Assignment #5 Draft 2- Research Proposal
Week 6 11/5	<i>What?: Instrument Design with the End in Mind= Interviews, Focus Groups, Coding, Output</i> <ul style="list-style-type: none"> • Lecture • Workshop in seminar: observation & coding 	<u>Readings:</u> 1) Krueger & Casey, chs. 2, 3, 6 2) Babbie, p. 307-315 & chs.10, 13 3) GAO Federal Agencies	Assignment #6 Draft 3- Research proposal
Week 7 11/12	<i>Pitfalls of Prediction: Correlation, Causation, Validity, Reliability</i> <ul style="list-style-type: none"> ▪ Lecture/workshop ▪ Seminar 	<u>Readings:</u> 1) Silver 2) Frick 3) Saffo 4) Wheelan chs. 4, 5, 6 5) Babbie ch. 5	Assignment #7 Draft 4- Research proposal & HSR
Week 8 11/19	<i>Class Time to work in Your Teams with Faculty</i>	None	None
11/23-29	<i>HOLIDAY</i>	<i>HOLIDAY</i>	<i>HOLIDAY</i>
Week 9 12/3	<i>Program Evaluation & PAR</i> <ul style="list-style-type: none"> ▪ Lecture/workshop ▪ Seminar 	<u>Readings:</u> 1) GAO Designing Evaluations 2) McCawley 3) Santiago-Rivera 4) Babbie ch. 12, p. 305	Note: Pilot Test Your Instruments
Week 10 12/10	<i>Big Data & Community Impact Models</i> <ul style="list-style-type: none"> • Lecture/workshop • Seminar 	<u>Readings:</u> 1) Desouza 2) Preskill 3) Fact Sheet 4) WA Open Data	Assignment #8 Final- Research proposal & HSR

Assignments

Assignment #1: Concept Paper

Due: posted on canvas Monday 9/28 by 6:00pm. **Length:** One page, double spaced

What general topic or problem interests you? (give it a category label) Based on this, what would you suggest researching for your 2nd year core project? What do you plan to learn by systematically investigating this topic? What do you intend to contribute to public administration by analyzing this issue? Read other papers posted by your classmates and start to form teams of 2 to 3 students based on common interest areas. The project topic and teams will remain the same throughout fall and winter quarters. Teams will need to be finalized by week 3. After week 4, we will base seminar groups on project teams (you can work with anyone in the class).

Assignment #2: Research Critique

(APA format, title page, abstract, references page, main content is double spaced/12 pt. font/Times New Roman with section headings and use of parenthetical citations.)

Due: posted on canvas Thursday 10/8 by 6:00pm. Use the McAllister reading for week 2. **Length:** 3 pages of content Identify the paradigmatic perspective used in the research, major arguments, findings, assumptions, and design flaws from the reading. Look up some of the resources cited to support the author's arguments/findings. After reviewing these sources and interpreting it for yourself, do you come to the same conclusions as the author? Why or why not? What do the results mean? Why do the results matter? What are the social/policy implications of the research?

Assignment #3: Research Critique

(APA format, title page, abstract, references page, main content is double spaced/12 pt. font/Times New Roman with section headings and use of parenthetical citations.)

Due: posted on canvas Thursday 10/15 by 6:00pm. Use Evans reading for week 3. **Length:** 3 pages of content Identify the paradigmatic perspective used in the research, major arguments, findings, assumptions, and design flaws from the reading. Look up some of the resources cited to support the author's arguments/findings. After reviewing these sources and interpreting it for yourself, do you come to the same conclusions as the author? Why or why not? What do the results mean? Why do the results matter? What are the social/policy implications of the research?

Assignment # 4: Draft 1 Research Proposal

Due: posted on canvas Thursday 10/22 by 6:00pm. **Length:** 2 pages, double spaced

In teams of no more than 3 students, each team will pick a research topic to study over two quarters (fall & winter).

The research proposal in the fall quarter is the premise for the data collection and analysis in the winter quarter. For the first part of your research proposal, co-write the following pieces: 1) Problem Statement: Identify and define the problem you are going to research. Why is this a problem? 2) So What Statement: why does the research matter, who should care, who is the audience? 3) What paradigm(s) will you draw from and why? 4) Team work plan. Examples will be provided.

Assignment #5: Draft 2 Research Proposal

Due: posted on canvas Thursday 10/29 by 6:00pm. **Length:** 5 to 8 pages with annotated bibliography single spaced.

Include revisions from 1st draft. Annotated bibliography of 20 resources with a relevancy/usefulness scale.

Examples will be provided.

Assignment #6: Draft 3 Research Proposal

(APA format, title page, abstract, references page, main content is double spaced/12 pt. font/Times New Roman with section headings and use of parenthetical citations.) **Due:** posted on canvas Thursday 11/5 by 6:00pm. **Length:** 10 to 12 pages double spaced.

Include updates from previous with annotated bibliography now as an appendix. Using only the most relevant resources from your annotated bibliography, include a co-written literature review of 10 resources (journals, gov reports, newspapers, etc.). The lit review should provide the background of your research problem. Based on this knowledge, write one clear guiding research question (proposals may also include hypothesis/null). As a team, define all key terms used in your guiding research question. Define your sample (potential subjects/respondents) and sampling approach. Identify and discuss the methodological approach(es) your team selected. Select one or more appropriate methods (survey, interviews, focus group, or combination). What is your research going to measure? List and define your potential measures/variables.

Assignment #7: Draft 4 Research Proposal & Draft HSR

Due: posted on canvas Thursday 11/12 by 6:00pm. **Two separate documents:** 1) Research proposal 2) HSR application.

Research Proposal: Includes updates from previous draft. Provide data dictionary and/or coding scheme to accompany data collection instruments. Provide a research plan (limitations, assumptions, how you will physically collect the data, access, contact lists, schedule, location, delivery method, feasibility: who, when, what, how).

HSR application: Submit draft instrument[s] (survey, interview, and/or focus group questions plus protocols, cover letter & informed consent). Submit draft HSR application with all 6 questions answered and cover sheet completed.

Assignment #8: Final Research Proposal & Final HSR

Due: posted to canvas Thursday 12/10 by 6:00pm. **Two separate documents:** 1) Research proposal 2) HSR application.

Research proposal is one complete document posted on canvas.

HSR packet is one complete document posted on canvas (includes the HSR cover page filled out & signed, responses to six HSR questions, cover letter to participants, consent form(s) for participants, and instrument(s)). Provided the HSR packet is complete and of high quality, faculty will submit the HSR application to the Deans/review committee for approval. You should hear back within 1 week.

Course Policies

Human Subjects Review (HSR) is included in assignments for the fall. Data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB. Any major changes to your research questions, data collection instruments, sampling, or respondents must also be cleared by faculty and possibly TESC IRB. <http://www.evergreen.edu/humansubjectsreview/application>

Format: All papers should be typed using a computer, double spaced (unless otherwise stated), 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty and/or contact the MPA Writing Assistant.

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one absence per quarter (4 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (12 hours) you may be denied full credit. After reoccurring weekly absences (missing an hour of class week to week) you may be denied full credit. Finally, if you do miss a class, you are still expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 12 graduate credits at the completion of winter quarter 2016 if all course requirements have been satisfactorily completed to meet course objectives. Students will be evaluated based upon their progress towards the learning goals, assessed from classroom, seminar, and assignment performance. No partial credit will be awarded. Incompletes are not possible due to the credit structure of the course.

Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. College statement on academic honesty: <http://www.evergreen.edu/advising/academichonesty.htm> .

Failing to complete one or more assignments, completing one or more assignments late, or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. The faculty team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: Fall quarter, e-mail faculty your draft student self eval and draft faculty eval. Seminar faculty will also send you an advisory eval for fall quarter only. Eval conferences are optional. Winter quarter, a written cumulative self-evaluation and seminar faculty evaluation are required for credit in our evaluation conference along with faculty evaluations of students. (All final evals are to be submitted via my.evergreen.edu.)

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Technology Use & Learning Styles: We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, posting on/checking social media, reading unrelated materials such as e-mail, playing with an IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations.

If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: **Contact faculty** before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

Expectations of Students and Faculty: to promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill. Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). *Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.*

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code](#) (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

We will abide by the [non-discrimination policies and procedures at TESC](#)

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel program meeting even if campus is open and we will send an all-program email prior to 3:00 pm. You are responsible for checking email and ensuring viable transportation options are available to you.